



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I – 1003(g) School Improvement Grant Application SY 2017-2018

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	Muncie Community Schools	Corp #	1970		
School	Southside Middle School	School #	1437		
Superintendent Name	Dr. Steven Baule	Email	sbaule@muncieschools.org		
Title I Administrator Name	Dr. Dea Young	Email	dyoung@muncieschools.org		
Principal	Mrs. Kelli Turner	Email	kturner@muncieschools.org		
Mailing Address	1601 East 26 th Street	City	Muncie	Zip Code	47302
Telephone	(765) 747-5320	Fax	(765) 747-5325		
Total Funding Request	\$766,850.00				

Select Application Type: ☒ **Transformation** ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Part 2: Grant Award Information

1003(g) LEA application released	August 25, 2017
Technical assistance training through a live webinar. Join the webinar through this link . Number: (877) 422-1931 Pin: 140 029 8577	September 6, 2017 3:00 – 4:00 p.m. EST
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 140 029 8577	September 15, 2017 9:00-10:00 a.m. EST AND September 29, 2017 2:00-3:00 p.m. EST
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotformpro.com/72344844115959	October 12, 2017 9:00 am- 4:00 p.m. EST AND October 23, 2017 9:00 am- 4:00 p.m. EST
LEA applications due	October 27, 2017 4:30 p.m. EST
Preliminary Award Notification	December 1, 2017

Planning/Technical Assistance	December 1, 2017 – December 31, 2017
Early Implementation	January 1, 2018 – June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A160015

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Kelli Turner	Principal
Phil Seale	Assistant Principal
Don Cowper	Assistant Principal
Anna Spencer	Instructional Coach
Alan Bradley	Teacher
Lisa Rose	Counselor
Liz Green	Teacher
Misty Barton	Teacher and MTA (union) Building Representative
Monica Clark	Teacher
Pam Dragoo	Teacher

Tammy Greenwell	Teacher
Tamra Cargile	Teacher and MTA (union) Building Representative
Taryn McKnight	Teacher
Cassandra Shipp	Director of Secondary Education
Dea Young	Director of Elementary Education and Title I Supervisor

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/ Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	<i>3/15/17</i>	<i>25</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>200</i>	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Title I Family Night	9/14/17 at 5:00 p.m.	40	15	4	0	0	60	Parents were presented with one- page flyer regarding benefits of grant funding. Parents and students were provided with an opportunity to give input regarding the grant.

1003 Grant Meeting	9/15/17 at 1:15 p.m.	0	0	2	0	2	0	Discussed grant funding and expectations for professional development money expenditures.
Faculty Meeting	9/19/17 at 3:45 p.m.	1	22	4	0	1	0	Discussed grant funding and PD that would be provided to staff. Staff agreed that math and ELA PD should be the focus. Staff commented that an extended learning day for students would be beneficial.
PTO Meeting	9/19/17 at 6:30 p.m.	4	0	1	0	0	1	Discussed grant funding and benefits for SMS students. Parents were in favor of and supported the grant.
Student Council Meeting	9/22/17 at 3:45 p.m.	0	1	1	0	0	24	Discussed grant funding with student leaders. Students gave a thumbs up for all portions of the grant.
Faculty Meeting	10/17/17 at 3:45 p.m.	2	23	4	0	0	0	Discussed timeline of the grant and expectations for submitting the grant.
Department Coordinator Meeting	10/26/17 at 7:30 a.m.	1	8	2	0	0	0	Discussed grant and benefits for teachers and students. Positive feedback provided from staff.

Instructions: Describe the process and comments from family and community input (1-page maximum):

- **How and when was information shared?**
- **How was family and community feedback incorporated into your grant?**
- **How was your grant changed as a result of input?**

Family and Community Input

Family	<p>Our SMS families and community partners have had several opportunities to be involved and provide input on our school's continuous improvement process:</p> <ul style="list-style-type: none"> ▪ 1003 grant application – SMS applied in the fall of 2017. This grant application, which was aligned to our SY 2017-2018 school improvement plan, was shared with teachers, parents, and students. ▪ 1003(g) submission SY 15-16 – SMS applied for 1003(g) grant for SY 2015-2016. The plan was shared with stakeholders and helped to open a dialogue with parents and community about SMS' improvement status and steps the school and district were committed to taking to improve teaching and learning. ▪ AdvancED Diagnostic Review - A thorough review of the school was conducted over several days in the spring 2015 by a team from AdvancED. During that review, staff, students, and parents were surveyed and interviewed. The concluding report identified several areas for growth and created a baseline on which to build. For example, families expressed the need for consistency in discipline procedures and policies. They also expressed the need to reward students who are doing the right thing day in and day out.
Community	<p>Partnerships have been established with Ball State University. Southside is a Professional Development School (PDS) and Barb Pavey, PDS liaison will provide professional development for SMS staff. A partnership with IU Ball Memorial Health Foundation has also been established to provide rewarding physically active events for students at Southside who are choosing to do the right thing. Southside Middle School also partners with Meridian Health Services behavioral clinicians and Centerstone counselors to provide in-house behavioral and emotional support to students.</p> <p>Due to the economic status of many of our families, Southside Middle School started a Panther Pantry to provide meals for students over the weekend and on long breaks through a backpack program. Southside Middle School partners with Fairlawn Church, Walls Furniture, and Eagle Wealth Management to help support the Panther Pantry (student backpack program), Second Harvest Food Bank provides financial support for a monthly family food giveaway.</p>

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

- ☐ "Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)
- ☐ Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application, the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature		Date:	Click here to enter a date.

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5: School Needs Assessment and Goals.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
Southside Middle School	6-8	P	Trans	SMS is submitting a grant for 1003(g).
East Washington Acad	PK - 5	F	Trans	East Washington Academy is submitting a grant for 1003(g).

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (1-page maximum per section)

Data Processes

Data was collected and reviewed in several areas: student achievement, historical data, subgroup data, curriculum and instruction, professional development, family and community engagement, climate and culture, and leadership. Areas of strength and weakness were identified and the school improvement plan was designed to focus on areas for growth. The leadership team led the process and shared out the school improvement plan with all staff.

Our school went through an AdvancED Diagnostic Review in spring of 2015. At that time, all areas mentioned above were thoroughly reviewed and reported on by the review team. That visit served as a baseline for data we continue to review, monitor progress against, and around which we focus our annual school improvement plan.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

The following areas identify the groups of strength and/or weakness for our school:

Student Achievement Data

- 2016-2017 ISTEP+ scores do not show much difference from the previous year.
- Overall scores have declined in both math and ELA over the past 3-4 years.

Historical Data

- 2014-2015 Data - ELA overall low growth target was below 39.8%. Southside performance was 37.8%.
- 2014-2015 Data - Mathematics overall low growth (43.6%) is the overall lowest performance at SMS
- The areas that are below the expected levels of performance are ELA bottom 25% and top 25%, Math bottom 25%, top 25%, and Overall low growth.

Subgroup Data

- Our African American students scored 27% in ELA and 19.4% in Math in spring 2017.
- Our Special Education students scored 15.5% in ELA and 8.2% in Math in spring 2017.
- Our African American students had a positive trend in passing rates for Mathematics: 2011 - 46.5%, 2012 - 50.7%, and 2013 - 52.7%
- Our Free-Reduced price meals subgroup had a positive trend in passing rates for Mathematics: 2011 - 58.3%, 2012 - 61%, and 2013 63.65%
- The subgroups that show a trend toward increasing performance are our African Americans and Free / Reduced priced meals for Mathematics.
- The achievement gap is closing between the subgroups of African American and White students in Mathematics: 2011 - 20% gap, 2012 21% gap, 2013 - 17% gap.
- 2014-2015 Data - The overall highest performance for SMS occurs in our top 75% of students passing in Mathematics with a pass rate of 79.92%.
- The Mathematics bottom 25% shows a negative trend in performance: 2011 - 25.8%, 2012 - 24.7%, and 2013 - 22%.
- The Hispanic passing rate in Mathematics is showing a trend toward decreasing performance: 2011 - 81.8%, 2012 - 77.3%, 2013 - 64.3%.
- The achievement gap is becoming greater between the African American and White subgroups in ELA: 2011 - 9% gap, 2012 - 16.3% gap, 2013 - 20% gap.

Curriculum and Instruction Data

- Math, English and Language Arts, and Science all have curriculum maps that follow Indiana Academic Standards.

- Teachers in math and ELA are utilizing data to drive instruction.
- Formal learning log meetings are held after each formative assessment to identify student needs and determine re-teaching strategies as well as SUCCESS placement.
- The learning log meeting consists of disaggregation of student data from Chalkable and NWEA assessments.
- Teachers provide students with specific feedback after formal assessments in ELA and math.
- Students have individual data sheets that are completed in the classroom.
- Teachers are required to update grades on a weekly basis in INOW.
- Policies and processes are in place to provide students with progress reports and report cards once a grading period.
- Areas of improvement were noted in practices needing to promote effective instruction
- Learning activities are not individualized for all students and like courses do not have equivalent learning expectations
- SMS has a one to one iPad initiative and are piloting Chromebook with 6th grade honors students. However, staff do not fully utilize the technology to enhance instruction because many students do not bring the devices to class
- Student collaboration, self-assessment, and development of critical thinking skills are areas of weakness since not all stakeholders provide these opportunities for students.
- Students are given few opportunities to work in collaborative groups due to a perception that they will have a difficult time working in groups.
- From the transition from elementary to middle school, literacy instruction drops from 120 minutes to 90 minutes (students are losing 90 hours of instruction in one year).

Professional Development/Teacher Data

- A teacher mentoring program has been established and meets monthly. Teachers new to Southside Middle School are assigned a mentor or buddy for the first two years. This program needs to continue to grow and support new teachers.
- Professional development is offered for staff on a weekly basis, however, this does not include support staff.
- Evaluation ratings of teachers is trending in positive way. During the 15-16 school year, 17 teachers were highly effective, 27 were effective, and 5 were improvement necessary. During the 15-16 school year, three teachers were placed on a plan of assistance. At the conclusion of the 16-17 school year, 20 teachers were highly effective and 29 teachers were effective. Three teachers were placed on a plan of assistance during the 16-17 school year.
- SMS struggles with teacher retention, creating gaps in teacher knowledge and having a negative impact on culture and climate. The 2015-16 teacher retention rate was 69% and increased to 91% retention rate for the 2016-2017 school year. However, to start the year for 2017-2018, the retention rate was 70%.

- SMS would like to explore more effective ways for teacher to collaborate through common prep time for grade level teacher.

Family and Community Engagement Data

- We are going to start at PTO at Southside.
- There are inconsistencies in communication of student learning progress with families across the school
- Not all stakeholders regularly engage families in their children's learning progress.

Climate and Culture Data

- A student handbook outlines guidelines for discipline.
- Southside Middle School maintains facilities that are clean for all students and staff.
- All teachers and students have access to an iPad. However, some classrooms still lack a Smartboard and/or an Apple TV.
- At this time, opportunities for students to participate in small group counseling services is nonexistence.
- Students need to have the ability to have lessons on conflict resolution, character education, and friendship groups.

Leadership Data

- As a staff, our purpose and direction is guided by the 8-step process. These meetings occur twice a month to discuss improvements and changes that need to be made at the building level.
- The 8-step process focuses on student success.
- All teachers have access to student data through our data binders.
- School leaders also hold school personnel accountable for their actions.
- Strengths noted include board policy, administrative guidelines, and opportunities for staff to partake in professional development for teacher growth are in place.
- The school board meets twice a month and follows board policy for meetings.
- There is a clear outline for the teacher evaluation process.
- Through the evaluation process a focus is placed on areas of improvement for teachers.
- After starting this year with the same administrative team in place, there is consistency within the building.
- This consistency has brought about a positive change in the climate and culture at Southside.
- Building administration has the ability to hire teachers and support staff.
- Our strategic planning process will include quarterly program and fiscal reviews this year with the help of an external provider.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2015-2016 Baseline Data	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	29.5%	26.5%	31%	36%	41%	46%
2. Percent of students proficient on ISTEP (ELA) (3-8)	42.0%	37%	42%	47%	52%	57%
3. Percent of students proficient on ISTEP (Math) (3-8)	40.9%	35.3%	40%	45%	50%	55%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	N/A					
5. 10 th grade ECA pass rate (English 10)	N/A					
6. 10 th grade ECA pass rate (Algebra I)	N/A					
7. Non-Waiver Graduation Rate (HS only)	N/A					
8. College enrollment rates (HS only)	N/A					
1. Number of minutes in school year students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600
2. Number of daily minutes of math instruction	45	45	45	45	45	45
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90
4. Dropout rate – HS only	N/A					
5. Student enrollment number	583	576	575	575	575	575
6. Student attendance rate (must be a % between 0 and 100)	95	95	95.7	96.2	96.7	97.2
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	N/A					
8. Number of students completing dual enrollment classes (HS only)	N/A					
9. Number of students completing BOTH advanced & a dual coursework (HS only)	N/A					
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	NA	NA	BAS	BAS	BAS	BAS

11. Discipline referral numbers –behavioral referrals counted	5199	5323	5056	4803	4563	4334
12. Discipline incidents – number of suspensions and/or expulsions	782	572	544	517	492	467
13. Truants – number of unduplicated students who received truancy letters	80	75	70	65	60	55
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN)).	HE: 17 E: 27 IMP: 5 IN: 0	HE: 20 E: 29 IMP: 0 IN: 0	HE: 20 E: 26 IMP: 0 IN: 0	HE: 20 E: 26 IMP: 0 IN: 0	HE: 20 E: 26 IMP: 0 IN: 0	HE: 20 E: 26 IMP: 0 IN: 0
15. Teacher attendance rate (must be a % between 0 and 100)	89	95	95	95	95	95
16. Teacher retention rate (must be a % between 0 and 100)	69	91	90	90	90	90

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1-page maximum for each section)

Instructional Programs	
LEA analysis	<p>The district has supported several instructional changes at SMS in the past several years. Through an analysis of student achievement data, both English and math ISTEP+ scores at our school have been low. This year's school improvement plan was developed with the support of an external partner that helped identify areas of instructional focus:</p> <p>English</p> <ul style="list-style-type: none"> ▪ 6+ Traits Writing ▪ Close reading in Science and Social Studies (2 times per month) ▪ Focused intervention for previously taught power standards <p>Math</p> <ul style="list-style-type: none"> ▪ Teach through the process standards ▪ Spend at least 1/3 of time on problem-solving ▪ Encourage student discourse through oral and written explanations and justifications of work ▪ Focused intervention for previously taught power standards <p>SMS has focused on bringing in more research-based instructional practices in all classrooms that will increase student engagement, thinking, and collaboration. The need to include different instructional strategies was first noted as an improvement priority through the AdvancED Diagnostic Review Process. It was identified as an ongoing area of improvement through feedback from an external provider last year that conducted informal, non-evaluative walkthroughs focused on teacher expectations, student engagement and collaboration. Professional development will need to focus on research based instructional strategies and the implementation of best practices.</p>

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Activity: SMS will develop a STEM framework over the next several years that will include a revised curriculum that promotes student engagement, collaboration, and high expectations. The curriculum will be revised to reflect units of inquiry and project-based learning and teachers will learn strategies to use within their classes. This work will be lead and supported by Equitable Education Solutions.</p> <p>Justification: The transformation model indicates a need to have a comprehensive instructional reform strategy A fresh approach to teaching and learning will be introduced through STEM and through on-going professional development targeting best practices. Overall student achievement is low, based on several years of ISTEP+; therefore, as a school, we need to focus on the research based instructional practices for all students.</p> <p>Alignment: Comprehensive School Reform</p> <p>New Activity: SMS will conduct site visits to other STEM schools to build common expectations and vision as well as ask questions of the school about the process of developing STEM.</p> <p>Justification: Visits will provide a model of how to develop and implement a STEM framework. It also serves as a way for Southside team members to build common expectations and vision for how STEM could look within the building. A visit protocol will be developed to ensure effective use of time while onsite with a model school.</p> <p>Alignment: Comprehensive School Reform</p> <p>New Activity: We will add a one full-time math and one full-time ELA coach to ensure instruction in the classroom is meeting the needs of the students.</p> <p>Justification: Our data shows a need to support new and struggling teachers and boost retention. Additionally, our students are losing 90 hours of literacy instruction between 5th and 6th grades. One full time math coach and one full-time ELA coach can support teachers and students. The math coach will teach two periods/day in order to establish a model classroom where other math teachers can visit and observe. That will also create buy-in as the coach will also be part of the teaching staff. An RTI model will support student achievement and identify at-risk students, thus improving achievement data in overall achievement and for all subgroups of students. A data facilitator will be hired to lead the school's efforts to review and analyze data and provide proper interventions for students.</p> <p>Alignment: Comprehensive School Improvement/Teacher and Leader Effectiveness</p> <p>New Intervention: The school will add a Makerspace to their facilities for use by individual students, small groups, or whole classes.</p>
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	<p>Justification: The addition of a Makerspace is critical to help Southside students develop creativity, collaboration, communication, and critical problem solving. The development of 21st century skills is essential for student success when they eventually enter a rapidly changing job market.</p> <p>Alignment: Comprehensive School Reform</p> <p>New Activity: Extended time learning through before school tutoring and summer school opportunities</p> <p>Justification: Additional time is needed to ensure that all students are meeting rigorous standards. Before school and summer school programs will provide necessary time for all students, particularly 6th grade students when transitioning from elementary to middle school. Enriching STEM focused lessons can be offered to ensure the needs of higher performing students are met.</p> <p>Alignment: Increased Learning Time</p>
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School Leadership	
LEA analysis	<p>In January 2015, two changes were made to the leadership team at Southside Middle School. Kelli Turner was placed in the position of principal and Phil Seale was placed in the position of assistant principal/athletic director. Since the fall of 2015, the same administrative team has been in place at Southside Middle School. In the past, administrative turnover was a trend. However, the consistency of administrators over the past three years at Southside Middle School has benefitted school improvement. Professional development is an ongoing portion of developing the administrative team at Southside Middle School. In addition to the three administrators, a fourth would be added to oversee the implementation of PBIS, student attendance, and family and community involvement. A teacher leadership team was also put in place to help improve instruction, provide professional development for staff, and support the new teacher mentor program and induction. The teacher leadership team will be included in professional development opportunities with administrators throughout the school year and summer months.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>New Activity: The principal will be assigned a principal mentor, Dr. Terry McDaniel, Indiana State University. The mentor will meet 4 times throughout the year.</p> <p>Justification: The mentor will provide guidance, support, and act as a critical friend for the principal and SMS leadership.</p> <p>Alignment: IN Condition - Principal Mentor</p>

	<p>New Intervention: Teachers will conduct Action Research Projects related to core instructional practices, differentiation, data, and clear and high expectation. Teachers who participate in a project will receive a stipend upon completion of the research and a presentation to staff on their work. Action research projects will be designed to curate teacher-leadership and ownership in the improvement process.</p> <p>Justification: Action research will help teachers take charge of their personal professional development. As they reflect on their own actions and observe other master teachers, they will identify the skills and strategies they need to add to your own professional toolbox. As they research potential solutions and are exposed to new ideas, they will identify the skills, management, and instructional training needed to make the changes needed.</p> <p>Alignment with Model: Financial Incentives and Leadership Opportunities</p>
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School Infrastructure	
LEA analysis	Several improvements in the overall climate and culture of SMS have occurred since new leadership in 2015. A school wide behavior system is in place and discipline incidents have decreased. The principal has been highly effective at leading the change process.
Justification for Selected Interventions (include alignment to model chosen)	<p>New Intervention: A Data Facilitator, who will be a staff member receiving a stipend for her work, will collect and analyze data, while developing processes to sustain data-driven decision-making.</p> <p>Justification: A data facilitator will receive a yearly stipend to support the collection and analysis of data. This will allow teachers to develop processes for reviewing data and making instructional decisions for students based on their needs.</p> <p>Alignment: Comprehensive School Reform, Increase Teacher and Leader Effectiveness</p> <p>New Intervention: An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness.</p> <p>Justification: The report from the external evaluator will be used to measure progress of the school's implementation of the SIG grant. Visits will be scheduled 4 times throughout the spring semester and summer of 2018.</p> <p>Alignment of Model: IN Conditions – LEA Support</p>

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Part 6a: Selection of Improvement Model

Instructions: Based on our findings of the data sources, the LEA is selecting this model for this school:

☒ **Transformation** ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. *(1-page maximum for each section)*

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for selected model:

The continuous improvement at SMS has been led by principal Kelli Turner for the past three years. Under her leadership culture change has occurred with the school, prompted by focusing support and guidance into areas of critical need. The transformation model supports the efforts of the principal and leadership team as the team works together to increase teacher effectiveness and implement best practices. Additionally, the transformation model will allow the school to provide resources to continue implementation of PBIS and increase positive behaviors. Through decreasing student referrals, there will be an increase in instructional time for students. The quality of instruction will increase, and teachers will have the flexibility to teach, rather than dealing with misbehaviors that disrupt learning.

Teachers continue to receive professional development in both of these areas and the transformation model will provide funding to enhance and accelerate rich opportunities for all staff. Funding will help develop and build our internal capacity in teaching and leadership that will be sustained beyond the scope of the grants. We believe at SMS that by improving teacher and leadership effectiveness, then student achievement data will increase.

Describe how model aligns to Subgroup Data:

There are many needs of students within subgroups that will be addressed through many of the pro-active actions required by the transformation model. SMS will look at supporting teachers differently through coaching staff, bring in a STEM framework that encourages inquiry and project-based learning (resulting in high engagement and collaboration) to improve learning enjoyment and achievement for all students.

Describe how the model aligns to Overall Achievement Indicators:

The transformation model will provide opportunities for increased teacher effectiveness which in turn will increase student achievement. Through teaming at all three grade levels, disaggregation of student data will become relevant to the teachers and will only focus on students on the team.

Describe how the model aligns to Leading Indicators:

The transformation model will address six of the leading indicators for middle school. Student attendance rates will increase and student truancy incidents will decrease due to devoted administrators handling attendance and parent involvement. Discipline incidents will decrease due to implementation of School Within a School and PBIS. Professional development provided to teachers will increase teacher effectiveness if monitored and implemented appropriately. Decreasing student disruptions in the classroom through PBIS will increase the teacher attendance rate and job satisfaction.

Describe how the model will create teacher, principal, and student change.

A STEM framework will increase teacher effectiveness through professional development opportunities that will promote strong instructional strategies and best practices into every day lesson planning. The transformation model will increase principal effectiveness in the area of instructional leader by providing valuable feedback to teachers on the implementation of best practices. The transformation model will also bring about student change through the PBIS system by increasing positive behavior and decreasing negative behavior. The model will also create buy-in and ownership among the staff at Southside Middle School.

Part 6b: Selection of Improvement Model – Planning Year – SY 2017-2018

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY17-18 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
IN Conditions – Principal Effectiveness	Kelli Turner was selected to lead Southside Middle School three years ago and demonstrated great gains in culture, climate, and student achievement. Her leadership has provided focus and leadership. Person Responsible: LEA Administration	Multiple Phases (Multiple Quarters)	\$0	The district has a process for formal administrator evaluation, as well as program and fiscal monitoring throughout the year.
IN Conditions – Principal Mentor	The principal will be assigned a principal mentor, Dr. Terry McDaniel, Indiana State University. The mentor will meet 4 times throughout the year to provide guidance, support, and act as a critical friend for the principal and SMS leadership. Person Responsible: Kelli Turner	Multiple Phases (Multiple Quarters)	\$6,000 (4 days @ \$1,500/day)	The principal will keep a reflection log based on meetings with Dr. McDaniel.

IN Conditions – Principal Flexibility	<p>The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.</p> <p>Person Responsible: Kelli Turner</p>	Multiple Phases (Multiple Quarters)	\$0	Policies and procedures for SMS will reflect the flexibility and autonomy of the principal to make site-based decisions.
IN Conditions – LEA Support	<p>The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both school and LEA staff will develop and conduct a special populations review plan that will be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.</p> <p>An external evaluator will conduct an assessment of the school and provide a report on areas of strength and weakness. The report will be used to measure progress of the school's implementation of the SIG grant. Visits will be scheduled 4 times throughout the spring semester and summer of 2018.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Title I Administrator, Chief Financial Officer</p>	Multiple Phases (Multiple Quarters)	\$6,000 (external evaluation, 4 days @ \$1,500/day)	<p>The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant programs and the extent to which they are impacting student achievement.</p> <p>The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will inform any changes for subsequent years of the grant.</p>
Transformation – Redesigned Leadership Structure	The administration team has been in place since January 2015. Together, this team has created a shift in the culture of the building by increasing academic and behavior expectations for all students, in part through	Phase Four (Fourth Quarter)	\$0	Administrators are evaluated annually by their immediate supervisor. Administrators are evaluated using a modified RISE. At least two long observations are conducted

	<p>on-going professional support for all teachers and development of a Teacher Leadership Team.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Don Cowper, Teacher Leadership Team</p>			<p>throughout the school year. Artifacts need to be submitted to support various domains. Administrators also set three to five Smart Goals each year that focus on school improvement.</p>
Transformation – Teacher Evaluation System	<p>Muncie Community Schools has a system in place to evaluate teachers annually. The system is a modified RISE. Teachers that have zero to one year of experience within MCS have two long and two short evaluations completed during the academic year. Teachers that have more than two years' experience in MCS have one long and one short observation completed each year. A pre-summative conference is held after each long observation. Teachers are also responsible for setting Student Learning Objectives.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Don Cowper</p>	Multiple Phases (Multiple Quarters)	\$0	<p>Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.</p>
Transformation – Financial Incentives and Leadership Opportunities	<p>Action Research Projects will provide opportunities for teachers to delve into an area of interest, do research, and apply in their classrooms. In order to receive a stipend for such work, teachers must conduct the project and lead a presentation to staff on their work, thus developing teacher-leadership capacity and ownership in the improvement process. This will be introduced to staff in the spring of 2018.</p>	Phase Three (Third Quarter)	<p>\$9,000 stipends for teachers for action research projects</p>	<p>Action research projects will be available for all staff, through google docs or video. Implementation data will be collected through classroom observations.</p>

	Person Responsible: Kelli Turner, Teacher Leadership Team, Teachers			
Transformation – Increased Learning Time	<p>SMS will offer before school tutoring and summer intervention programming for students. All students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$7,250 – before school stipends and benefits</p> <p>\$750 – before school supplies</p> <p>\$5,000 – before school transportation</p> <p>\$7,200 – summer school stipends and benefits</p> <p>\$5,000 summer school transportation</p>	Students will be assessed at the start of the program and again at the end to identify growth. Use of the Makerspace lab will be tracked for information on scheduling and utilizing in the next school year.
Transformation – Developing Teacher Effectiveness	<p>Teacher effectiveness will be supported through several in-house positions that will build our internal capacity and effectiveness, as well as outside support to bring in expertise and training, and build our internal capacity.</p> <ul style="list-style-type: none"> A math coach will be hired to support teachers through in-class modeling, 	Multiple Phases (Multiple Quarters)	<p>\$40,000 Math Coach salary and benefits year (partial year)</p> <p>\$40,000 Literacy Coach salary</p>	

	<p>providing non-evaluative feedback to teachers, collect instructional data and resources for teachers, and lead PD.</p> <ul style="list-style-type: none"> • A literacy coach will be hired to support teachers through in-class modeling, providing non-evaluative feedback to teachers, collect instructional data and resources for teachers, and lead PD. • A data facilitator will be paid a stipend to lead data meetings with staff during after school collaboration/PD sessions. • Equitable Education Services (EES) will provide 25 days of consultation and professional development throughout the year focused on developing a strong STEM framework that includes develop curriculum, formative assessments aligned with the curriculum, and using data from such assessments to provide differentiated learning for students. • Teachers will participate in learning opportunities after school (or summer) with EES to develop their capacity in strengthening the school culture and developing instructional strategies that 		<p>and benefits (partial year)</p> <p>\$2,500 Data Facilitator stipend (partial year)</p> <p>\$43,750 EES Consultation and Training (spring and summer 2018)</p> <p>\$30,000 PD stipends for teachers (spring and summer 2018)</p>	
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	<p>promote engagement and collaboration with students.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Math and Literacy Coaches (TBD), & Data Facilitator (TBD)</p>			
Transformation - Comprehensive Instructional Reform	<p>SMS will integrate a STEM framework for the school that will improve student engagement, collaboration, and achievement. Teachers will develop inter-disciplinary units that align different content areas. A Makerspace lab will be created for students as well as a first step in building a STEM environment.</p> <p>The leadership team and a team of teachers will visit STEM middle schools in Indiana to learn more about the planning and implementing required to develop our own program.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$20,000 Makerspace Materials</p> <p>\$1,500 Travel for visits to current STEM schools</p>	<p>A Makerspace lab will be created over the spring semester and summer. Information about who utilized the lab, what kind of activities are most used, and the extent to which students are engaged will all be monitored to inform future uses, scheduling, and purchase of materials.</p> <p>A STEM visit protocol will be developed with EES to ensure that visits are efficient and information can be shared with the whole staff in a meaningful way.</p>
Transformation – Creating Community-Oriented Schools	<p>With a fresh approach to teaching and learning, SMS will continue to look for support from community partners. Parental engagement is also critical to the success of our program and we will continue to leverage resources to bring parents to school and build their capacity to actively advocate for their child's education.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	\$0	

Part 6c: Selection of Improvement Model – Implementation Years – SY 2018-2019, SY 2019-2020

Instructions: Complete the table below detailing the two-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>		<u>Budgeted Items</u>
		<u>SY 2018-2019</u>	<u>SY 2019-2020</u>	
IN Conditions – Principal Effectiveness	LEA Administration	Continue to support and monitor the principal's ability to lead the transformation at SMS.	Continue to support and monitor the principal's ability to lead the transformation at SMS	\$0
IN Conditions – Principal Mentor	Kelli Turner	Continue with a principal mentor who will meet onsite 4 times throughout the year to provide guidance, support, and act as a critical friend for the principal and SMS leadership.	Continue with a principal mentor who will meet onsite 4 times throughout the year to provide guidance, support, and act as a critical friend for the principal and SMS leadership.	8 days @ \$1,500/day = \$12,000 (two years)
IN Conditions – Principal Flexibility	Kelli Turner	The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.	The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.	\$0
IN Conditions – LEA Support	Kelli Turner, Teacher Leadership Team, Title I Administrator, Chief Financial Officer	The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both school and LEA staff will develop and conduct a special populations review plan that will	The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both school and LEA staff will develop and conduct a special populations review plan that will be overseen by Superintendent,	8 days at \$1,500/day = \$12,000 external evaluator (two years)

		<p>be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.</p> <p>An external evaluator will visit the school 4 times throughout the school year to monitor implementation and progress of the SIG grant.</p>	<p>Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.</p> <p>An external evaluator will visit the school 4 times throughout the school year to monitor implementation and progress of the SIG grant.</p>	
Transformation – Redesigned Leadership Structure	Kelli Turner, Phil Seale, Don Cowper	Continue with the current principal, assistant principals and Teacher Leadership Team	Continue with the current principal, assistant principal and Teacher Leadership Team	\$0
Transformation – Teacher Evaluation System	Kelli Turner, Phil Seale, Don Cowper	Continue with the evaluation system for all teachers.	Continue with the evaluation system for teachers.	\$0
Transformation – Financial Incentives and Leadership Opportunities		Teachers will have opportunities to develop and conduct their own Action Research project. These projects will be meet a need identified by teachers, and are intended to motivate teachers, enhance classroom instruction, and empower teachers as professionals.		\$9,000 teacher stipends for action research projects (one year)
Transformation – Increased Learning Time	Kelli Turner, Teacher Leadership	SMS will offer before school tutoring and summer intervention programming for students. All	SMS will offer before school tutoring and summer intervention programming for students. All	\$24,000 before school stipend and benefits (two years)

	Team, Teachers	students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.	students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.	\$10,000 before school transportation (two years) \$10,800 summer school stipends and benefits (two years) \$10,000 summer school transportation (two years)
Transformation – Developing Teacher Effectiveness	Kelli Turner, Teacher Leadership Team, Math and Literacy Coaches (TBD), & Data Facilitator (TBD)	<ul style="list-style-type: none"> Continue with math coach (\$75,000) Continue with literacy coach (\$75,000) Continue with data facilitator (\$5,000) Continue with EES (25 days at \$1,750/day) Stipends for teachers for after school professional learning (\$30,000) 	<ul style="list-style-type: none"> Continue with literacy coach (\$60,000) Continue with data facilitator (\$5,000) Continue with EES (20 days at \$1,750/day) Renew subscription to EES' K12 Boost website to access professional learning modules, virtual data wall, and non-evaluative walkthrough tool Stipends for teachers for after school professional learning (\$22,500) 	\$75,000 math coach salary and benefits (one year) \$135,000 literacy coach salary and benefits (two years) \$10,000 data facilitator stipend (two years) \$78,750 EES (two years) \$12,500 K12 Boost subscription (one year) \$52,500 stipends for teachers for after school professional learning (two years)
Transformation - Comprehensive Instructional Reform	Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers	<ul style="list-style-type: none"> A STEM framework will continue that will improve student engagement, collaboration, and achievement. 	<ul style="list-style-type: none"> A STEM framework will continue that will improve student engagement, collaboration, and achievement. 	\$0

		<ul style="list-style-type: none"> Teachers will continue to work on inter-disciplinary units that align different content areas. A Makerspace lab will be built into the master schedule with the intent for all students to have access throughout the year. 	<ul style="list-style-type: none"> Teachers will continue to work on inter-disciplinary units that align different content areas. A Makerspace lab will be built into the master schedule with the intent for all students to have access throughout the year. 	
Transformation – Creating Community-Oriented Schools	Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers	<ul style="list-style-type: none"> SMS will partner with at least one new community partner during this school to advance a particular project or activity that will support the culture of the school. SMS will develop and implement strategies to increase the number of positive interactions with parents and attendance at events throughout the year. 	<ul style="list-style-type: none"> SMS will partner with at least one new community partner during this school to advance a particular project or activity that will support the culture of the school. SMS will develop and implement strategies to increase the number of positive interactions with parents and attendance at events throughout the year. 	\$0
Transformation – Creating Community-Oriented Schools	Person Responsible: Kelli Turner, Phil Seale, Teacher	With a fresh approach to teaching and learning, SMS will continue to look for support from community partners. Parental engagement is also critical to the success of our	With a fresh approach to teaching and learning, SMS will continue to look for support from community partners. Parental engagement is also critical to the success of our	\$0

	Leadership Team, Teachers	program and we will continue to leverage resources to bring parents to school and build their capacity to actively advocate for their child's education.	program and we will continue to leverage resources to bring parents to school and build their capacity to actively advocate for their child's education.	
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Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
IN Conditions – Principal Effectiveness	Kelli Turner was selected to lead Southside Middle School three years ago and demonstrated great gains in culture, climate, and student achievement. Her leadership has provided focus and leadership. Person Responsible: LEA Administration	Multiple Phases (Multiple Quarters)	\$0	The district has a process for formal administrator evaluation, as well as program and fiscal monitoring throughout the year.
IN Conditions – Principal Mentor	The principal will be assigned a principal mentor, Dr. Terry McDaniel, Indiana State University. The mentor will meet 4 times throughout the year to provide guidance, support, and act as a critical friend for the principal and SMS leadership. Person Responsible: Kelli Turner	Multiple Phases (Multiple Quarters)	\$6,000 (4 days @ \$1,500/day)	The principal will keep a reflection log based on meetings with Dr. McDaniel.

IN Conditions – Principal Flexibility	<p>The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG.</p> <p>Person Responsible: Kelli Turner</p>	Multiple Phases (Multiple Quarters)	\$0	Policies and procedures for SMS will reflect the flexibility and autonomy of the principal to make site-based decisions.
IN Conditions – LEA Support	<p>The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both school and LEA staff will develop and conduct a special populations review plan that will be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.</p> <p>An external evaluator will visit the school 4 times throughout the school year to monitor implementation and progress of the SIG grant.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Title I Administrator, Chief Financial Officer</p>	Multiple Phases (Multiple Quarters)	<p>\$6,000 (external evaluation, 4 days @ \$1,500/day)</p>	<p>The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant programs and the extent to which they are impacting student achievement.</p> <p>The external evaluator will provide a report that addresses all implementation areas of the grant. The findings from the report will inform any changes for subsequent years of the grant.</p>
Transformation – Redesigned Leadership Structure	<p>The administration team has been in place since January 2015. Together, this team has created a shift in the culture of the building by increasing academic and behavior expectations for all students, in part through on-going professional support for all teachers and development of a Teacher Leadership Team.</p>	Phase Four (Fourth Quarter)	\$0	<p>Administrators are evaluated annually by their immediate supervisor. Administrators are evaluated using a modified RISE. At least two long observations are conducted throughout the school year. Artifacts need to be submitted to support various domains. Administrators also</p>

	Person Responsible: Kelli Turner, Phil Seale, Don Cowper, Teacher Leadership Team			set three to five Smart Goals each year that focus on school improvement.
Transformation – Teacher Evaluation System	<p>Muncie Community Schools has a system in place to evaluate teachers annually. The system is a modified RISE. Teachers that have zero to one year of experience within MCS have two long and two short evaluations completed during the academic year. Teachers that have more than two years' experience in MCS have one long and one short observation completed each year. A pre-summative conference is held after each long observation. Teachers are also responsible for setting Student Learning Objectives.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Don Cowper</p>	Multiple Phases (Multiple Quarters)	\$0	Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.
Transformation – Increased Learning Time	<p>SMS will offer before school tutoring and summer intervention programming for students. All students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	<p>\$7,000 – before school stipends and benefits</p> <p>\$5,000 – before transportation</p> <p>\$3,600 – summer school stipends and benefits</p>	Students will be assessed at the start of the program and again at the end to identify growth. Use of the Makerspace lab will be tracked for information on scheduling and utilizing in the next school year.

			\$5,000 summer school transportation	
Transformation – Developing Teacher Effectiveness	<p>Teacher effectiveness will be supported through several in-house positions that will build our internal capacity and effectiveness, as well as outside support to bring in expertise and training, and build our internal capacity.</p> <ul style="list-style-type: none"> • A data facilitator will be paid a stipend to lead data meetings with staff during after school collaboration/PD sessions. • Equitable Education Services (EES) will provide 25 days of consultation and professional development throughout the year focused on developing a strong STEM framework that includes develop curriculum, formative assessments aligned with the curriculum, and using data from such assessments to provide differentiated learning for students. • SMS will have a Building Practices Report created that will establish a baseline for evaluating implementation of the program 	Multiple Phases (Multiple Quarters)	<p>\$0 (data facilitator stipend will be funded through district)</p> <p>\$26,250 EES Consultation and Training</p> <p>\$5,000 building practices report</p> <p>\$12,500 K12Boost Resources</p> <p>\$15,000 PD stipends for teachers</p>	

	<ul style="list-style-type: none"> • A subscription to the K12Boost website will be purchased so staff will have access to online learning modules, a non-evaluative walkthrough tool, and a virtual data dashboard. • Teachers will participate in learning opportunities after school (or summer) with EES to develop their capacity in strengthening the school culture and developing instructional strategies that promote engagement and collaboration with students. <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Math and Literacy Coaches (TBD), & Data Facilitator (TBD)</p>			
Transformation – Creating Community-Oriented Schools	<p>With a fresh approach to teaching and learning, SMS will continue to look for support from community partners. Parental engagement is also critical to the success of our program and we will continue to leverage resources to bring parents to school and build their capacity to actively advocate for their child's education.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	\$0	

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete (*Indicate what areas and interventions the district plans to sustain AFTER grant funding.*) (200-word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
IN Conditions – Principal Effectiveness	Kelli Turner was selected to lead Southside Middle School three years ago and demonstrated great gains in culture, climate, and student achievement. Her leadership has provided focus and leadership. Person Responsible: LEA Administration	Multiple Phases (Multiple Quarters)	\$0	The district has a process for formal administrator evaluation, as well as program and fiscal monitoring throughout the year.
IN Conditions – Principal Flexibility	The principal will have flexibility in hiring staff, offering extended learning opportunities for both teachers and students, and benefitting from external support throughout the duration of SIG. Person Responsible: Kelli Turner	Multiple Phases (Multiple Quarters)	\$0	Policies and procedures for SMS will reflect the flexibility and autonomy of the principal to make site-based decisions.
IN Conditions – LEA Support	The school improvement plan will be monitored quarterly to ensure program and fiscal implementation. Additionally, both	Multiple Phases	\$0	The school, with district support, will create internal policies and procedures to monitor the effectiveness of grant

	<p>school and LEA staff will develop and conduct a special populations review plan that will be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. Fiscal Monitoring for all grant funding will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Title I Administrator, Chief Financial Officer</p>	(Multiple Quarters)		programs and the extent to which they are impacting student achievement.
Transformation – Redesigned Leadership Structure	<p>The administration team has been in place since January 2015. Together, this team has created a shift in the culture of the building by increasing academic and behavior expectations for all students, in part through on-going professional support for all teachers and development of a Teacher Leadership Team.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Don Cowper, Teacher Leadership Team</p>	Phase Four (Fourth Quarter)	\$0	Administrators are evaluated annually by their immediate supervisor. Administrators are evaluated using a modified RISE. At least two long observations are conducted throughout the school year. Artifacts need to be submitted to support various domains. Administrators also set three to five Smart Goals each year that focus on school improvement.
Transformation – Teacher Evaluation System	<p>Muncie Community Schools has a system in place to evaluate teachers annually. The system is a modified RISE. Teachers that have zero to one year of experience within MCS have two long and two short evaluations completed during the academic year. Teachers that have more than two years' experience in MCS have one long and one short observation completed each year. A pre-summative conference is held after each long observation. Teachers are also</p>	Multiple Phases (Multiple Quarters)	\$0	Information on educator ratings is collected annually and reviewed. Staffing decisions are informed by this information prior to the start of each school year.

	<p>responsible for setting Student Learning Objectives.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Don Cowper</p>			
Transformation – Increased Learning Time	<p>SMS will offer after school tutoring and summer intervention programming for students. All students will have the opportunity to attend. Students will have opportunities for intervention or enrichment; the Makerspace lab will be available for students to use; and teachers will have more opportunities to launch action research projects in extended learning opportunities, creating less disruption to the flow of daily instruction.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	LEA will support extended learning time, including stipends, benefits, transportation, and materials as needed. LEA will consider use of Title I, Part A funding (see budget)	Students will be assessed at the start of the program and again at the end to identify growth. Use of the Makerspace lab will be tracked for information on scheduling and utilizing in the next school year.
Transformation – Developing Teacher Effectiveness	<p>A data facilitator will lead data meetings with staff during after school collaboration/PD sessions.</p> <p>Person Responsible: Kelli Turner, Teacher Leadership Team, Math and Literacy Coaches (TBD), & Data Facilitator (TBD)</p>	Multiple Phases (Multiple Quarters)		

Transformation - Comprehensive Instructional Reform	<p>SMS will integrate a STEM framework for the school that will improve student engagement, collaboration, and achievement. Teachers will develop inter-disciplinary units that align different content areas. A Makerspace lab will be created for students as well as a first step in building a STEM environment.</p> <p>The leadership team and a team of teachers will visit STEM middle schools in Indiana to learn more about the planning and implementing required to develop our own program.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	\$TBD	<p>A Makerspace lab will be created over the spring semester and summer. Information about who utilized the lab, what kind of activities are most used, and the extent to which students are engaged will all be monitored to inform future uses, scheduling, and purchase of materials.</p> <p>A STEM visit protocol will be developed with EES to ensure that visits are efficient and information can be shared with the whole staff in a meaningful way.</p>
Transformation – Creating Community-Oriented Schools	<p>With a fresh approach to teaching and learning, SMS will continue to look for support from community partners. Parental engagement is also critical to the success of our program and we will continue to leverage resources to bring parents to school and build their capacity to actively advocate for their child's education.</p> <p>Person Responsible: Kelli Turner, Phil Seale, Teacher Leadership Team, Teachers</p>	Multiple Phases (Multiple Quarters)	\$0	

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> NWEA STAR Reading STAR Math ISTEP+ 	<ul style="list-style-type: none"> PBIS Alternative Education Program (Swagger Recovery) No Referral reward trips - quarterly 	<ul style="list-style-type: none"> PBIS Perfect Attendance rewards - quarterly Perfect Attendance rewards - yearly 	<ul style="list-style-type: none"> Tier 2 and Tier 3 classes offered for Math and Reading grades 6-8 Tier 3 Alternative Education Class (Swagger Recovery) Check-in and Check-out program through PBIS 	<ul style="list-style-type: none"> A-F Grading Scale Parent and Student access through INOW Report cards and progress reports sent home quarterly 	<ul style="list-style-type: none"> 8-Step Process School

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1-page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

Our outcome artifact will center on the idea of creating **interdisciplinary units** within our building. We know that too much of our content is focus is not being interwoven among several subjects and we will create a report that would allow middle schools like us to streamline the collaborative process to intentionally focus on standards that should be prioritized.

The process will include the identification of standards in ELA, Math, Science, SS, and other elective areas that have leverage, endurance, accountability, and data that shows our students have consistently struggled with that standard. These four focus areas will help us identify what needs to be our guaranteed and viable curriculum. We will then work through this SIG grant to create interdisciplinary units of study that will have our content teachers working together to reinforce these essential skills in all classrooms.

Our submission to IDOE will be three sample interdisciplinary units of study, as well as our list of standards that make up our guaranteed and viable curriculum. The report will include summary data of learning outcomes to support the process we go through so other schools can see the positive learning outcomes we are getting from this approach. We believe this report can help other building like us create a more holistic learning environment where content is interwoven throughout the day rather than taught in isolation.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school's identified SIG needs	Southside Middle School partnered with Equitable Education Solutions (EES) in the spring/summer of 2017 to conduct classroom walkthroughs, provide math professional development, and lead strategic planning. This allowed us to get to the company and become familiar with their services. They were recommended based on the needs of our school and the reception by school leadership and teachers has been positive.

	<p>In making the decision to work with EES, we learned of their work with several other schools and had opportunities to work with leaders from those schools. We have been highly satisfied with the process and team from EES.</p> <p>Additionally, the principal will be assigned a principal mentor (Dr. Terry McDaniel, Indiana State University) who was selected based on experience with other SIG schools and demonstrated ability to support principals in the school transformation initiatives in this grant. Other schools within the EES network recommended Dr. McDaniel and we are confident that he will best meet the needs of our leadership team.</p> <p>We will use an external evaluator who conducts an evaluation of SIG implementation starting with a baseline report in the spring 2018 and concluding at the end of the project period. Requirements for the external evaluator will be someone or a team with K-12 leadership experience and expertise in school transformation. Other schools within the EES network have selected external evaluators and we will reach out to those schools in making a decision that will best meet our needs.</p>
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	<p>Southside Middle School's work with EES has been highly successful. Teachers received feedback on classroom practices and have had several opportunities to participate in professional learning with EES staff. EES presented an instructional framework that clearly communicates instructional expectations for our staff. We know expectations must be clearly articulated to our teaching staff if they are going to make improvements in high-yield areas. We believe</p>

	<p>making teachers aware of expectations will reduce teacher frustration levels and help address our teacher retention issue.</p> <p>Dr. Terry McDaniel has successfully mentored numerous principals and is currently mentoring principals going through the SIG process from previous cohorts. He has committed to supporting the principal in enhancing her leadership capacity.</p>
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	<p>Through our relationship with EES, it has become evident of their ability to customize professional development based on the needs of different groups of teachers. EES is up-to-date on several of the critical areas that are embedded within our comprehensive needs assessment. In the past, we have benefited from EES's ability to breakdown data and help us identify students needing Tier II and III intervention. EES will serve to embed PD into the building practice while focusing on STEM certification using best practices through instructional guidance.</p>
4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs	<p>Upon receipt of the SIG grant, Southside Middle School leadership team will work with EES to develop a PD calendar for documented services provided. This PD calendar will help to plan, coordinate, and document the PD services provided. Following each PD session, teachers will be asked to answer a quick survey that addresses the clarity, usefulness, as well as feedback for presenter in order to continually improve the PD services provided.</p> <p>Upon receipt of this grant, the LEA will select and meet with the external evaluator to ensure expectations for reporting on the fidelity of the SIG grant are in place. The external evaluator will use</p>

	survey data, focus group meetings, and student achievement results to create a report for the LEA. The report will help determine the overall impact and effectiveness of the grant.
5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval.	EES has provided a scope of work for SMS (see Appendix B). The scope of work includes professional development in areas such as: data-informed decision making, enhanced instructional leadership practices, differentiation within instruction, high-yield instructional practices, creation of a strong school culture, etc. We feel confident that the scope of work provided by EES aligns with research on school turnaround and fits the needs of our school community.

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Funding will build internal capacity within SMS, requiring little or no funding to continue after grant period ends.
2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kelli Tuner has been the principal at SMS for three years.
3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The school board supports the initiatives at SMS to improve teaching and learning for our students
4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The superintendent supports the initiatives at SMS to improve teaching and learning for our students

<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The teacher's union supports the initiatives at SMS to improve teaching and learning for our students</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies & procedures ○ Staff recruitment, placement & retention procedures 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>A panel interview is followed by reference checks. A follow-up call is then made to the selected candidate. MCS secondary buildings work together to hire staff and place them to fit students' needs.</p>
<p>. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>A quarterly monitoring process is built into our SIP that includes reviewing successes, challenges, and reviewing fiscal data. Special populations review plan will be overseen by Superintendent, Assistant Superintendent, and Director of Curriculum. The Fiscal Monitoring will be overseen by Title I administrator for Muncie Community Schools and Chief Financial Officer. The budget will be updated quarterly.</p>

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monthly meetings will be held with principal and Director of Curriculum and/or Assistant Superintendent to determine progress and implementation.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The following administrators will oversee the SIG program: Superintendent, Assistant Superintendent, Director of Curriculum, and Title I administrator for Muncie Community Schools.
3. School's SIG plan addresses needs of all students and subgroup populations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	By focusing on the implementation of research based instructional practices for teachers, student achievement will increase.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent notification will take place through school newsletters, School Messenger instant alert system, and bi-monthly parent meetings.

5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	SBOA has conducted audits of MCS. Refer to Chief Financial Officer for documentation.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Muncie Community Schools conforms to Federal and State guidelines.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

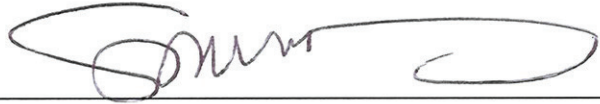
☐ "Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

☐ Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds

- By submitting this application, the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	10/27/2017
Title I Administrator Signature:	<i>Dea L. Moore-Young</i>	Date:	10/27/2017
Principal Signature	<i>Kelli Turner</i>	Date:	10/27/2017